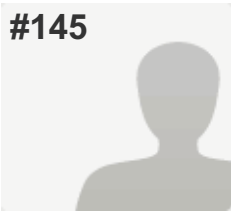


#145

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 30, 2016 2:35:27 PM**Last Modified:** Thursday, September 01, 2016 11:33:58 AM**Time Spent:** Over a month**IP Address:** 207.165.187.81

## PAGE 2

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<b>Q1: Name of School District:</b>	Southeast Polk CSD
<b>Q2: Name of Superintendent</b>	Dr. Dirk Halupnik
<b>Q3: Person Completing this Report</b>	Joseph M. Horton

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## PAGE 3

**Q4: 1a.Local TLC Goal**

The SEPCSD seeks to increase the likelihood of teacher retention by offering teacher leadership positions with compensation and charging those leaders with supporting their teaching colleagues in an effort to raise teacher effectiveness and job efficacy.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met



**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district has offered and filled its allotment of teacher leadership positions. Those positions have been involved in the development of teachers in the buildings in which they work. In year one of implementation, not all positions were filled, and despite the early success of the system, there was a general feeling of uneasiness about all of the positions, in particular that of model teacher. This year, with a focus on the model teacher's role, all positions were filled, and assessment survey feedback from teacher leaders and the teachers with whom they work strongly supported the need for and effectiveness of model teachers. Key parts of the job tasks as outlined in the job description characterized the positive views of the role and the people who assumed the role of model teacher in the assessment survey results. Not only were people more fundamentally aware of what the role involved, they were quick to point out how and where model teachers assisted them into developing into the type of teachers they want to be.

Teacher retention on the whole has remained stable, and one interesting element that district recruiters have noted is that teaching candidates at job fairs, mock interviews, and in job interviews have asked repeatedly about the teacher leadership system in place at Southeast Polk. It has become a hallmark of our work, and it is easy to speak to how our system is designed, how it works for all teachers, and how it is central to how we now function. The system has allowed the district to use familiarity with teacher leadership as part of the process in deciding which candidates should garner our interest as an employer.

Exit surveys were conducted with both teachers who resigned from the district and those teachers who completed either years one or two of the mentoring and induction program. Feedback on the surveys was decidedly positive about teachers' perceptions, observations, and collaborative efforts with teacher leaders. First and second year teachers were especially positive about their interactions and learning moments with teacher leaders that have helped them develop appropriately. One exit survey was somewhat critical of the processes for hiring teacher leaders, which is the first bit of negative feedback surveys have revealed. We used that input to re-examine our processes, but this led to no changes. In short, surveys indicated the utility and value of teachers' work with teacher leaders.  
(Reason for omission: some survey data were incomplete at the time of original submission.)

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**Q7: 2a. Local TLC Goal**

The SEPCSD seeks to increase collaboration structures (both formal and informal) and the overall effectiveness of teachers working together.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Teachers at Southeast Polk collaborate. PLC meetings, data team meetings, vertical team meetings, and job-alike meetings are commonplace and expected. That was not the case two years ago. Now there are elaborate and specific schedules for these meetings that just three years ago did not exist. Again, the assessment survey data collected across the district indicated that teacher leaders facilitate, participate in, and provide a purposeful structure to these meetings on a regular basis. Further, the data indicated that the products from these collaborative interactions were much stronger than products that teachers once created alone. Although the impact of teacher leaders on these meetings is somewhat hard to evaluate, assessment survey data indicated that facilitation, leadership, and products from these meetings were areas of strength for all three levels of the teacher leadership system: model teachers, instructional coaches, and curriculum/professional development leaders.

Professional development with administrators and teacher leaders has been a long-suit in this year's work in increasing the effectiveness of collaborative structures. Secondary administrators engaged in a study of the book, *Leader of Leaders—The Handbook for Principals on the Cultivation, Support, and Impact of Teacher Leaders* (Portner & Collins, 2014). The results of this work were SMART goals written and set by administrators in the following areas: using teacher leaders more effectively in professional development design, facilitation, and classroom implementation; using national standards to reach common understandings of the work in which teacher leaders should engage themselves; and increasing the capacity of teacher leaders to effectively lead. Implementation and evaluation of those goals will occur in the 2016-2017 school year. Teacher leaders engaged in training from the New Teacher Center, completed and implemented Cognitive Coaching training, attended the Jim Knight training regarding High Impact Instruction (model teachers), attended the PLC Institute led by Richard Dufour (instructional coaches and curriculum/PD leaders), and collaboratively built a student teaching philosophy and chronological road map for student teaching experiences at Southeast Polk (model teachers).

(Reason for omission: just neglected to include these items.)

**Q10: 3a.Local TLC Goal**

Teacher Leaders

**Q11: 3b. To what extent has this goalbeen met?**

(no label)

Mostly Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Annual surveys were conducted in order to determine or assess teacher leader effectiveness. All teacher leaders completed self-assessment surveys, while colleagues with whom they have worked also completed surveys assessing their interactions with teacher leaders. Once those data were compiled, principals then met with teacher leaders to discuss those data. Trends, anomalies/outliers, and other specifics related to the survey data were discussed in principal meetings in an effort to continuously improve teacher leaders' performance and/or their responsiveness to colleagues. Teacher leaders have certainly tended to remain in the positions that they have earned, with only two of our 86 model teachers resigning the leadership duties while continuing to maintain employment with the district.

In terms of the overall trends from the surveys, principals reported that almost to a person, teacher leaders were much more critical of themselves and their work than were their colleagues, but the data also indicated that the teacher leadership system as a whole was improving their work and student outcomes. Model teacher data indicated that they were feeling much more comfortable with their roles than they were a year ago and that the work the district has done to clarify their roles has been effective. Instructional coach data indicated their desire and a need for them to conduct more formal coaching cycles with colleagues in order to get at higher levels of teacher development and job efficacy.

**Q13: 4a.Local TLC Goal**

The SEPCSD seeks to improve student achievement by strengthening teaching and learning.

**Q14: 4b. To what extent has this goalbeen met?**

(no label)

Fully Met



**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Classroom instruction has benefited greatly from instructional rounds, professional development, and teacher performance evaluation. Instructional rounds in all buildings yielded eleven action plans for improvement in areas that reflected problems of practice in creating clear learning targets, mental modeling, checking for understanding, and other areas. Teacher evaluations yielded similar trends. The district professional development committee benefited greatly from these findings in planning its next round of professional development in that their planning includes all of these elements and more. The road to improvement was certainly paved in the last year by these means, and teacher buy-in has increased.

In terms of student achievement, on the Iowa Tests, students from kindergarten through grade 11 continued an upward trend in data in math, reading, and science. In analyzing the Iowa test data, students in grade 3-11 had 79 opportunities in these three areas to reach the goal of 80% student proficiency. Of those 79 opportunities, students at particular grade levels were successful in reaching 80% proficiency 68 times, or 86% of the time. Fourteen of those grade levels across the district reached proficiency level of 90% or more.

Student achievement is also measured locally as the district compares pre and post testing in reading and mathematics. The data from pre to post testing across the district consistently reflected student learning and growth in all schools. In looking closely at elementary student unit assessments in reading and math, there were eighty eight (88) opportunities to demonstrate learning using the 80% proficient standard. Of those 64 opportunities, 39 grade levels showed that at least 80% of the students were proficient, or 61% of the time. The student achievement data in our sixth grade school had been flat or regressing until the implementation of teacher leadership. A change in principals, enhanced attention on sixth grade pedagogy, and the infusion of effective teacher leadership have moved the data needle positively for the past two years, with all Iowa tests eclipsing the 80% proficient mark.

At the secondary level, there is work to be done in grades 7 and 8, with only 7th grade mathematics in the 80% proficient mark. That said, all other areas range from 73-79% proficient, an encouraging sign. The high school continues to trend well, with 8/9 Iowa Tests reaching the 80% proficient mark. Further, the ACT data exceeded the state average for only the second time in the past six years.

In short, has teacher leadership and its functions positively influenced student achievement? Yes, in particular as the trend data continues to student growth and an overall upward trend.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

The SEPCSD seeks to improve its mentoring and induction program through the use of teacher leaders as mentors.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Fully Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Year-end and program-end survey data indicates that the mentoring and induction process in the district is improving and is more effective. Teachers indicate that the mentoring and induction experience is applicable to their professional lives, that they appreciate engaging and helpful feedback and interaction, and appreciate the ability to access their mentors (who are instructional coaches on full release) when they need them. The district looks forward to piloting IA TPA and a revision of the program next year in order to continue to keep the program fresh, vibrant, and responsive to the needs of beginning teachers.

**Q19: 6a. Local TLC Goal**

Classroom Instruction



**Q20: 6b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Instructional rounds and/or even more specific classroom observations have yielded data that indicate that classroom instruction is changing for the better. Buildings report an increased focus on clear learning targets, productive group work, increased technology integration, creating or enhancing a "growth mindset" (as offered by Carol Dweck, 2006) in buildings, and a focused commitment to the Iowa Core. Further, formative and summative teacher evaluations have revealed an emphasis on these same areas, among others, of course. What has been obvious is that a concerted conversation about the topics listed earlier is occurring. To be sure, there is much work to do, and not all rounds data and observations have been positive. Unclear learning environments, poor use of technology, and fixed mindsets were observed, but the encouraging part has been that these occurrences have been isolated and have become data points on which continuous improvement can occur.

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

- a. The district is currently contemplating the IA TPA field study as a means to improve the mentoring and induction program it provides.
  - b. The district is also considering changes to the teacher leader evaluation system to streamline the process and make direct connections to the 8 standards/43 criteria.
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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

In all truth, it is hard to remember how we did anything without teacher leaders. The influence of teacher leaders cannot be underestimated here at Southeast Polk. We have intentionally and thoughtfully injected them into structures, processes, and the work done here in order to see improvement, and we are seeing distinct signs of improved experiences for students. We get better all the time because our teacher leaders have taken the challenge to do more, to do better, and to help one another grow. Our experience has been enjoyable. To say that we have "bought in" is an understatement. Teacher leadership defines who we are, how we do things, and the result being much larger than only the sum of our parts.

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.